

Project EQUIPE Benin

Equity and Quality in Primary
Education

Annual Report

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TABLE OF CONTENTS

ACRONYMS, ABBREVIATIONS AND FRENCH TERMINOLOGY	i
EXECUTIVE SUMMARY	iii
1. BACKGROUND	1
2. OBJECTIVES	1
3. SUMMARY OF ACTIVITIES AND RESULTS ACHIEVED	2
4. EXPLANATION FOR TARGETS NOT ACHIEVED, SURPASSED, DELAYED OR NOT CARRIED OUT.....	13
5. SUCCESS STORIES	15
6. ANNUAL WORK PLAN – Year 2	17

ACRONYMS, ABBREVIATIONS AND FRENCH TERMINOLOGY

ABPF	Beninese Association for the Promotion of the Family
CAII	Creative Associates International, Inc.
CARE	Cooperative for Assistance and Relief Everywhere
CCGNPE	La Cellule de Coordination de la Généralisation du Nouveau Programme d'Etude
CS	Circonscription Scolaire (School district)
C/CS	Head of school district
CI	First grade of primary education
CP	Second grade of primary education
CE1	Third grade of primary education
CE2	Fourth grade of primary education
CM1	Fifth grade of primary education
CM2	Sixth grade of primary education
CLEF	Children's Learning & Equity Foundations project
CLIN	Cost Line Item Number
CP	Conseillers Pédagogiques (Pedagogical Advisors)
CVC	Compétences de vie courantes (Life Skills)
DEP	Direction (and Director) of Primary Education
DPP	Direction (and Director) of Planning and Projection
DPU	Desktop Publishing Unit
DRF	Directorate of Financial Resources
EEC	Equity at School and in the Community
EFA	Education for All
EMI	EMI Systems (CAII subcontractor for EQUIPE)
EPT	Education Pour Tous
EQUIPE	Equity and Quality in Primary Education project

FENAPEB	National Federation of Parents Association
FQL	Fundamental Quality Level
GAD	Groupe d'Appui à la Décentralisation
IFESH	International Foundation for Education and Self-Help
INFRE	National Institute of Training and Research in Education
IR	Intermediate Result
MEPS	Ministry of Education (Ministry of Primary and Secondary Education)
NNPGE	National Network for the Promotion of Girls' Education
NPE	Nouveaux Programmes d'Etudes (New Study Program, forming the basis of the curriculum and textbooks for Benin's educational reform)
PAN/EPT	National Action Plan for Education for All
Pilotes	MEPS specialists in each domain, charged with executing the Action Plans
PNLS	Programme National de Lutte contre le Sida
PTA	Parent Teacher Association
RAP	Réseau d'Animation Pédagogique (Pedagogical Support Network)
ROBS	Benin Health NGO Network
RUP	Réseau d'Unités Pédagogiques
R/UP	Responsable d'Unité Pédagogique
SO	Strategic Objective
UFLS	Unité Focale de Lutte contre le SIDA
UNESCO	United Nations Education Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United National Children's Education Fund
UPE	Universal Primary Enrollment
WHO	World Health Organization
WUSC	World University Service

EXECUTIVE SUMMARY

To support the education reform efforts of Benin's Ministry of Primary and Secondary Education (MEPS), EQUIPE has achieved 90% of the results agreed-upon with the funding agency, USAID, in the project's first year of implementation. To improve the access of more children to equitable, quality primary education, EQUIPE activities aim to achieve results in five areas: Improved Pedagogy System; Increased Girls' Education; Strengthened Stakeholder Environment; Improved Management and Planning in the context of Decentralization; and Support to MEPS to establish an HIV/AIDS Unit, conduct research and policy dialogues to assess the existing situation of HIV/AIDS and education in Benin, raise awareness of the issues, attitudes and behaviors that contribute to the spread of HIV/AIDS, and develop life skills materials to educate the public, particularly youth, about HIV/AIDS prevention.

Two features of the EQUIPE approach promise continued success and synergy between the different EQUIPE components, for sustainability and greater, more cost-effective impact: consultation and participation. The consultative approach to planning and problem-solving has strengthened teamwork and enables the project team to model for partners and local-level Working Groups a process that will serve the Government of Benin's objectives of decentralization in planning, management and accountability through increased interactions with direct beneficiaries of education services. The participatory approach has tapped into Beninese talents to create materials adapted to Benin and allow Beninese-led initiatives. Both have resulted in innovations and progress in achieving a set of thirteen out of fourteen milestones (13/14) in Year One.

Three specific examples illustrate the synergy between the different EQUIPE components that is strengthening impact of project results. EQUIPE Workshops focused on equity in the classroom provided an opportunity for participants to broaden the approach to Equity in the Classroom and Community, which linked responsibility for increased equity practices to a broader set of stakeholders, including parents, and created innovative learning materials. EQUIPE also developed a life skills approach framework that integrates girls' education and community participation principles. The pedagogy team, in turn, have integrated these life skills, girls' education, Equity in the Classroom and Community principles and HIV/AIDS issues into the official national curriculum for grades 5 (CM1) and 6 (CM2) textbooks and teacher guides. Thirdly, EQUIPE support to create commune-level Working Groups of diverse local community stakeholders is beginning to institutionalize a more decentralized decision-making and planning process intended to increase accountability and transparency.

1. BACKGROUND

Benin remains a poor country with an illiteracy rate between 70% and 80%. A key challenge to Benin's economic and social development is ensuring that the entire school-age population completes six years of primary education. Despite progress in gross enrollment rates in the past decade, serious differences remain between enrollment rates for boys and girls, urban and rural children. Addressing these differences is essential if Benin is to achieve Universal Primary Enrollment (UPE) by 2015 and advance as a nation with improved economic and social prosperity. The lack of qualified teachers is a significant weakness in the primary education system. Reliable data for rational and effective management of the teaching force, in particular, and of the education system, in general, are not always available.

To support the Government of Benin in addressing these challenges, USAID/Benin's Strategic Objective for education seeks to ensure that *"More Children Receive a Quality Basic Education on an Equitable Basis."* To achieve this objective, USAID/Benin awarded Creative Associates International, Inc. (CAII) a 3-year contract to implement and manage the Equity and Quality in Primary Education (EQUIPE) project on February 4, 2003. Creative Associates International, in partnership with CARE International and EMI Systems, aims to improve equity and quality by increasing decentralization and community participation in Benin's primary education system with an integrated strategy that revolves around capacity-building for context-appropriate, sustainable reform. Specific EQUIPE components include strengthened pedagogy, more effective curricula and textbooks, improved environments for girls' and HIV/AIDS education, as well as more effective, decentralized education management.

2. OBJECTIVES

Through the EQUIPE contract, Creative Associates International, in partnership with CARE/Benin and EMI Systems, supports the achievement of USAID/Benin's Strategic Objective in education, to ensure that *"More Children Receive a Quality Basic Education on an Equitable Basis."* Four (4) sets of results are expected to ensure achievement of this Objective to strengthen the Government of Benin's Ministry of Primary and Secondary Education capacities and partnerships with decentralized entities to manage better quality, more equitable education. Each of these four (4) result areas corresponds to a Project EQUIPE Component:

- Improved Pedagogical System;
- Increased Girls' Enrollment in target areas;
- Improved Environment for Stakeholders;
- Improved Education System Management in Decentralization Context.

In addition to these four result areas is the fifth component of Project EQUIPE intervention: HIV/AIDS and the Education Sector.

3. SUMMARY OF ACTIVITIES AND RESULTS ACHIEVED

<i>Activities and Results Planned</i>	<i>Completion Dates</i>	<i>Activities and Results Achieved</i>
CLIN 1 IMPROVED PEDAGOGICAL SYSTEM <i>IR 1: Improved Pedagogical System</i>		
Milestone #1 Sub IR 1.1 Appropriate curriculum developed and in use		
Plan to implement the first pedagogical evaluation recommendations	12/30/03 (contract date 9/30/03)	This plan, formulated by MEPS directors, constitutes the document used by donors (e.g., World Bank and USAID) in determining which activities to support financially. To conform to World Bank requirements and priorities, this document was re-worked several times by the MEPS working group. Funding for several of the major points of the plan is to be made available for 2004.
Second pedagogical evaluation report	6/30/04	In December 2003, consultation began with the <i>pilotes</i> to discuss the first and second evaluations. Meetings will continue to produce Terms of Reference for this activity planned for April 2004.
Print-ready CM2 (grade 6) curriculum delivered on CD-Rom	7/30/03	<ul style="list-style-type: none"> ▪ The <i>pilotes</i>, INFRE and curriculum experts had started this work during the period of an IQC that ended in December 2002. EQUIPE conducted a situational analysis in March-April, 2003 and proposed a schedule of activities for 2003 that took into account pre-existing delays in curriculum and text book production. ▪ In April-May 2003, the EQUIPE Pedagogy team assisted this group in revising the NPE CM2 curriculum. ▪ In June 2003, the NPE CM2 Curriculum was finalized and submitted to USAID.
CCGNPE communications strategy	6/30/04	EQUIPE has been encouraging MEPS to focus more attention on media communications, particularly for the educational reform. EQUIPE staff conducted an internal study day on October 23, 2003 to deepen the understanding of all on the issues of educational reform and the <i>Nouveaux Programmes d'Etudes (NPE)</i> . Informal meetings with the DEP and the DPP were held on November 10 and 11 to discuss this issue, and the DEP organized an informational conference for journalists on December 8. USAID has supported this effort through direct discussions with MEPS as well as the media, particularly during the 'Week of Education' sponsored every year by the American Cultural Center (November 17-21). The Ministry changed its Press Secretary and proposed a Strategic Plan for media action, but EQUIPE will need to continue to encourage these efforts in the coming year.

Milestone #2 Sub IR 1.2 Appropriate textbooks developed and in use		
Teachers' guides for CM1 (grade 5) reproduced and delivered to MEPS	8/29/03	The organization of this activity was intimately linked with textbook preparation (see below). The experts involved in the process shared their time between the two activities. The teachers' guides, containing fewer illustrations and with less need for intensive desktop publishing, were completed before the textbooks and submitted to USAID by the date required.
French and Math textbooks for CM1 (grade 5) reproduced and delivered to MEPS	9/30/03	<ul style="list-style-type: none"> Following EQUIPE's analysis of the situation in March/April, 2003 and given the urgency of moving forward with the process of producing CM1 textbooks for the coming year, the textbook experts met during the first week of April to propose structure and content for the CM1 textbooks and teachers' guides. In April-May 2003, EQUIPE commissioned illustrations and had them integrated into the textbooks, which were evolving rapidly with the textbook experts. In June 2003, the French textbook was completed and there was a workshop to intensify the process for the Math textbook, which had been held up due to some pedagogical problems identified by an international consultant. Reading committees charged with verifying the quality of the production were set to work and data entry began. In July 2003, the Math textbook was completed, and integration of the amendments by the various reading committees into the DPU versions of the documents was undertaken in August. Illustrations were also finalized at this time. The process of selecting printers for the books began at the end of July, resulting in signed contracts on September 19, 2003. After submitting all support materials to the printers, EQUIPE worked with their technical services to ensure quality of the authorized version to be printed. In October, EQUIPE maintained pressure on the printers to deliver the books on time.
Teachers' guides for CM2 (grade 6) reproduced and delivered to MEPS	7/31/04	<ul style="list-style-type: none"> Starting in November 2003 with an analysis of the process of teachers' guide and textbook production for CM1, the Pedagogy team worked with the <i>pilote</i> and the same group of experts to propose a strategy for the CM2 guides and textbooks. From December 8-12, the group held working sessions to decide on the contents and planning process for the CM2 guides and textbooks. December 15-19, 2003, the same group worked together to propose the thematic breakdown and structure of the books, plan the process of developing and producing guides and textbooks.
French and Math textbooks for CM2 (grade 6) reproduced and delivered to MEPS	8/31/04	See above.

First report on DPU capacity	12/20/03	MEPS houses its Desktop Publishing Unit (DPU) at the National Institute for Educational Training and Research (INFRE), which had been equipped by USAID in 2000 with the computer hardware, software and training needed to pursue this task. As described below in the discussion of delays in delivering French and Math CM1 textbooks, the INFRE DPU has weak technical and human capacity. This first report on DPU capacity describes in detail DPU's difficulties. There is evidence that the <i>pilote</i> is making progress in resolving hardware deficiencies and clarifying technician understanding of their role.
Draft textbook policy	3/31/04	A revised textbook policy has been the subject of several MEPS-sponsored meetings, in which the EQUIPE pedagogy team has participated. In fact, a textbook policy was proposed in 1996 by a Canadian consultant working with MEPS. Since then, the policy has been reoriented to suit the current context. The draft textbook policy is complete and has been sent to the Ministry of Culture for incorporation into a national book policy.
Milestone #3 Sub IR 1.3 Appropriate teacher training program developed and in use		
CM1 (Grade 5) teachers and other staff trained and report submitted	12/20/03	<ul style="list-style-type: none"> Planning for the various activities surrounding teacher training was undertaken in April 2003, and the strategies as well as content for training sessions was revised in May based on the recommendations from the first Pedagogical Evaluation of Grades 1 and 2. The teacher strikes of the 2002-03 academic year as well as difficulties of MEPS in releasing funds delayed teacher training considerably. The workshop for preparing C/CS consultation was held in late June, and in early July the full MEPS team (DEP, Training <i>pilote</i>, CCGNPE, EQUIPE and resource persons) met to prepare the groundwork for the 2003 trainings, taking into consideration the evaluation recommendations: preparation of TDR, administrative notices, identification of the 6 zones and the needs of the consultation process. In July 2003, a needs analysis for and with teachers was conducted. A technical committee was created to study the negative effects of the teachers' strike along with the recommendations of the pedagogical evaluation. The major recommendation that had been rejected by the MEPS was to annul the 2002-03 academic year. But because the 2002-03 year was validated, the technical committee proposed a three year "special program" to compensate for the amount of learning that public school students had lost due to teacher strikes since the beginning of the NPE generalization. By this program, a so-called 4th grade student will be taught the 3rd grade curriculum during 2/3 of the 2003-04 academic year and the 4th grade curriculum for 1/3 of the year. The following year the new 5th grader will be taught the 4th grade curriculum for half the year and the 5th grade curriculum for half the year, and the third year the same student, now a 6th grader, will be taught the 5th grade curriculum for 1/3 of the year and the 6th grade curriculum for 2/3 of

CM1 (Grade 5) teachers and other staff trained and report submitted (cont.)	12/20/03	<p>the year. The following year, the program will return to normal. Private schools, which have not lost the same amount of time to strikes, are not required to follow the special program.</p> <ul style="list-style-type: none"> ▪ In September 2003, a series of consultations with the C/CS was held in order to organize the training sessions. This process included informing the C/CS about the evaluation recommendations, proposing trainers and training sites, and requesting statistics on the teachers to be trained. This information was synthesized at the national level. ▪ From the end of September to mid-October, training guides for teacher trainers (not the teachers' guides for each subject area, which were produced along with the textbooks) were assembled and printed in preparation for the training sessions planned for the CE2 (Grade 4) teachers, CM1 (Grade 5) teachers and new directors. ▪ The supervisors consulted on October 13-14, 2003 and the trainers of the six departments were trained from October 16-18, 2003. ▪ From October 27-November 17, 2003, CE2 (Grade 4) teachers received ten days of follow-on proximity training (they had received 20 days of training the previous year). This training was designed to be more practical than had been the practice in the past (one of the recommendations of the pedagogical evaluation) and also took into consideration discussion of the special program that all teachers are supposed to follow over the next three years. ▪ From October 20-November 28, CM1 teachers received twenty days of proximity training in the application of the NPE in their classrooms. During the same period, new school directors were trained in the use of the NPE as well as the pedagogical management of their schools. ▪ During October and November, evaluation teams consisting of IFESH pedagogical assistants and EQUIPE personnel visited the proximity training centers in all the departments of Benin, evaluating the trainers using a checklist devised for this activity. A new, more practical approach to the training sessions had been undertaken this year, and the deployment of evaluators in all circonscriptions scolaires was helpful in ensuring the respect of the new directives. <p>The initial report covering these training sessions was submitted to USAID in December 2003.</p>
Annual orientation for secondary school teachers conducted	Not Conducted	EQUIPE maintains close contact with the <i>pilote</i> in charge of organizing this activity. Given the disruptions of the past year, the <i>pilote</i> has been unable to organize this activity.

CLIN 2 INCREASED GIRLS' ENROLLMENT IN TARGET AREAS

IR 2: Increased Girls' Enrollment In Target Areas

Milestone #5

Sub IR 2.1 Equity in the classroom improved

EIC materials to train teachers and directors	9/30/03	<ul style="list-style-type: none"> ▪ Three field visits to disadvantaged zones were conducted to gain a better understanding of the situation of girls' education, to see how equity in the classroom was practiced, and to gather suggestions for preparing Beninese EIC materials (May-June 2003). ▪ A series of workshops were held with Ministry and Girls Network (NNPGE) partners as well as national/international consultants to produce a set of five (5) modules and training guides for "Gender Equity at School and in the Community" (EEC in French) (June – August 2003): <ol style="list-style-type: none"> 1. Importance of Gender Equity Practices in the Classroom 2. Teaching/Learning Methods and Strategies 3. Daily Activities at School 4. Responsibility of Parents in the Education of Girls 5. Monitoring/Evaluation ▪ This group of Ministry trainers was designated as members of the EEC Pedagogical Training Network – "RAP" – certified to train others. ▪ Materials were validated with Ministry and International/NGO partners on September 10-11, 2003 with subsequent integration of suggested changes into the EEC materials .
MEPS and Girls' Network NNPGE personnel trained to use EIC methods and to monitor its use	11/15/03	<ul style="list-style-type: none"> ▪ Designation of 19 communes as the "red zone" Target Areas through evaluation of their rates of girls' participation and female teachers' availability. ▪ Training conducted in Parakou from October 8-10, 2003 by the Pedagogical Training Network (RAP, see above) for MEPS and NNPGE personnel from the departmental and communal levels of the 19 target communes. From MEPS - 160 school-level pedagogical advisors (R/UP), 43 commune-level pedagogical advisors (CP) and 20 department-level supervisors (C/CS) attended; and from the NNPGE - 12 local NGO representatives attended. This training certifies participants to be members of the Pedagogical Training Network (RAP). ▪ Formal instruction by the Director of Primary Education (DEP) for R/UP to use EEC materials in their pedagogical training sessions.

Milestone #6 Sub IR 2.2 Socio-cultural environment for girls' education improved		
Plan to implement Girls' Network NNPGE evaluation recommendations	6/30/03	Following study of the NNPGE Evaluation Report, EQUIPE and the Permanent Secretary of the NNPGE produced a plan for implementing the report's recommendations.

CLIN 3 IMPROVED ENVIRONMENT FOR STAKEHOLDERS

IR 3: Improved Environment for Stakeholders

Milestone #7 Increased involvement of decentralized collectives in school financing and management		
Working groups established at commune level in four departments	12/30/03	<ul style="list-style-type: none"> ▪ Meeting with partners, such as the DEP, various NGOs, and FENAPEB (National PTA). ▪ Researched and analyzed legal texts on public participation in school management. ▪ Formulated criteria for the choice of communes where EQUIPE activities will take place. ▪ Formulated terms of reference for the Working Groups to be established in these communes. ▪ Validation with MEPS and other partners of the selection criteria and process for the 20 Working Groups established at the commune-level in four departments, July 8, 2003. ▪ Informational workshops held in the regional capitals of the four departments, bringing together key actors including mayors, departmental education supervisors (C/CS), PTA presidents and private sector economic actors, July 14-18 and July 21-23, 2003. ▪ Evaluation of applications from the 26 eligible communes and selection of 20 communes through a transparent process involving the partners mentioned above. ▪ Meetings with the selected communes to consult on their participation, clarify expectations on both sides and establish guidelines for collaboration, September 14-27 in Borgou/Alibori, and October 6-18 in Mono/Couffo. ▪ Workshops to formally establish the 20 Working Groups were held in the four departments. Working Groups proposed Action Plans for November 2003-January 2004.
Education plans and budgets prepared in at least 15 communes	5/30/04	Guidelines for developing education plans were proposed to the 20 Working Groups during the meetings in November and December 2003.

CLIN 4 IMPROVED MANAGEMENT OF THE EDUCATION SYSTEM IN THE CONTEXT OF DECENTRALIZATION

IR 4: Improved Management of The Education System in the Context of Decentralization

Milestone #9

Planning and monitoring tools and skills in MEPS and targeted departments

Sector policies, plans and budgets prepared at national and department levels : Education For All (EFA) National Plan	12/31/03	<ul style="list-style-type: none"> ▪ Workshop for amending and validating the EFA diagnostic document was held from May 26-28, bringing together 80 participants from the three Ministries of Education, representatives of international organizations, and other Ministries involved in EFA. ▪ Two national consultants were selected by the DPP and given the responsibility of putting together the National Plan which will enable Benin to reach EFA (PAN/EPT in French), based on the diagnostic document. These consultants were paid by EQUIPE to work with the National EFA Committee from August – December, 2003. ▪ The process of proposing, validating and refining the emerging EFA National Plan passed through several stages: <ol style="list-style-type: none"> 1. Re-writing the diagnostic document, which was recognized to be little more than a narrative with little content; 2. Presenting the revised diagnostic document to two (2) Ministers of Education on October 28, 2003; 3. Presenting the plan to a workshop of sixty (60) participants held on November 26-October 2, 2003. All actors who had participated in the EFA process were invited with the mandate to review the plan and propose budget figures; 4. Preparing the budget by specialists, followed by a working session with the extended EFA National Committee on December 16-17, 2003 to validate the technical aspects of the document; 5. Presenting the National EFA Plan (PAN/EPT) for validation to the formal EFA Forum of 80 participants from all involved Ministries and international organizations on December 23, 2003; and 6. Incorporating the suggested changes into the document before submission.
UPE committee has plan and is operational	7/31/03	<ul style="list-style-type: none"> ▪ EFA activities were officially launched in September 2002 and an Action Plan for 2002-2003 proposed. UNICEF, UNESCO, USAID and MEPS share the financial and technical support for the National EFA Committee. ▪ In May, 2003 EQUIPE assisted the National EFA Committee to revise the timeline and budget of its activities in order to meet international deadlines. ▪ EQUIPE participates in the National EFA Committee's weekly meeting.

		<ul style="list-style-type: none"> Starting August 1, 2003, EQUIPE provided an office to the EFA Committee, located in the ex-CLEF building where the CGNPE is located.
<p>Education Statistics produced at national and department levels :</p> <p>Annual report</p>	12/31/03	<ul style="list-style-type: none"> The first EMI Systems mission produced recommendations to improve the software for entering and editing national school statistics. This began an intensive, ongoing collaboration between the statistical service of the MEPS (SSGI/DPP), for which a calendar of priority actions was proposed to the DPP on July 23, 2003. The Scope of Work for a consultant to put together a procedures manual for collecting, processing and diffusing school statistics was proposed to the DPP. This manual will address fundamental questions. Consultant recruitment has been delayed while EQUIPE and the DPP further clarify their goals for this manual. A workshop bringing together 14 agents from the statistical service was held from September 29-October 2, 2003 to revise and streamline the statistical form that school directors complete at the start of the school year. Work on the Annual Report of Education Statistics 2002-2003 was significantly slowed by other SSGI priorities. From December 922, 2003 EQUIPE brought together key actors to finalize work on the Annual Report.
<p>Pilot school map of one school district with FQL data prepared</p>	12/31/04	<ul style="list-style-type: none"> EQUIPE participated in a validation workshop for the second definition of FQL norms on June 5-6, 2003. Because several FQL indicators are difficult to measure, proposals were made to clarify and improve these indicators. Digital maps of Benin by Department and Commune were created (September 2003). EMI Systems integrated Benin's most recent annual statistics (for 2001-2002) into their MapDecision software to demonstrate what kind of school map they would be able to produce. The database on education indicators includes: Enrollment, Student Achievements, Teachers, Classrooms and Areas, School infrastructure and facilities, School Equipment, Textbooks and teaching materials as well as additional data on demographic and socio-economic background by commune. The resulting charts and maps were presented to those attending the December 34 workshop as well as to the SSGI and the Minister's Cabinet Director. A school mapping pilot for a <i>Circonscription Scolaire</i> (CS) or school district was designed based on the evaluation of current methods of planning to accommodate future needs of primary schools. Digital maps of selected <i>Circonscriptions Scolaires</i> (CS) showing the location of the primary schools have been prepared.

		<ul style="list-style-type: none"> EMI Systems visited Natitingou from December 7-11 in order to conduct research on the school district that will be selected for the pilot mapping exercise. Digital maps showing the location of the primary schools were prepared in December 2003.
Milestone #10 Financial management improved		
Evaluation of actual procedures	12/31/03	<ul style="list-style-type: none"> A preliminary evaluation of the DRF budgetary process and an assessment of the infrastructure and personnel needs of the DRF were conducted and a work plan to improve expenditure cycle developed in May 2003. A working committee (composed of EQUIPE, DRF, DPP, and MF) was proposed to study procedures and propose remedial steps (August 2003). This group met during the workshop of December 3-4, 2003. An assessment report was produced in December 2003, including work plan to improve processes, human resources and infrastructure.
Milestone #11 Performance of the administrative staff improved		
MEPS institutional analysis conducted	3/31/04	<ul style="list-style-type: none"> Preliminary documentation work and coordination within the EMI Group (May, 2003). An assessment was made of current allocation of main functions, roles and responsibilities among MEPS technical departments and levels of the educational system, identifying the new/enhanced and lost/reduced functions, roles and responsibilities within a decentralized system. Preliminary recommendations were made May 2003. Proposal of a <i>Groupe d'Appui a la Decentralisation –GAD</i>, which will develop policies and plans in order to build the institutional capacity of MEPS to manage the reform process in the context of decentralization (May, 2003). Terms of Reference for this group were formalized and discussed during workshop of December 3-4, 2003. MEPS actors proposed that a specific committee NOT be formed but rather that EQUIPE should work within existing structures. Alternative proposal for organizing such a working committee are in preparation with EMI Systems. A report inventorying the existing structures, functions, expertise and resources was undertaken in August and revised systems and procedures for the institutional development of MEPS were submitted to the GAD in December 2003.

		<ul style="list-style-type: none"> A series of policy recommendations were prepared in December 2003, taking into account the new roles and responsibilities of MEPS, DE, CS and the structures established in the official regulations on decentralization.
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CLIN 5 HIV/AIDS AND THE EDUCATION SECTOR

Milestone #12 Building the capacity of the MEPS for long term strategic planning and management of HIV/AIDS impact on teachers, administrators and pupils		
MEPS HIV/AIDS management unit established	9/30/03	<ul style="list-style-type: none"> EQUIPE analyzed strengths and weaknesses of how the <i>Unité Focale de Lutte contre le SIDA (UFLS)</i>, created by MEPS decree July 22, 2002, was functioning in July 2003. EQUIPE brought together all members of the UFLS for a seminar on August 21, 2003 to present EQUIPE's activities. This was the first time that all 44 members of the UFLS had actually met under one roof. The meeting (opened by the Minister) was politicized by the large number of teachers' unions present. A report describing the current situation of the UFLS was presented in September 2003. Given the fundamental problem of communication between its members, 3 strategies were proposed to improve UFLS functioning: <ol style="list-style-type: none"> Regular meetings Monthly and quarterly operating plans Planning, organization, follow-up and evaluation of UFLS activities <p>Throughout September - November, the meeting proposed at the end of the August 21 seminar was postponed several times. On November 27, 2003, this meeting was finally held. The major decision made at this meeting was to dissolve UFLS. A committee charged with writing a new decree for the creation, composition and functioning of the UFLS was created.</p>
Study on HIV/AIDS and the education sector	6/30/04	<p>Two complementary studies are planned to: evaluate the impact of HIV/AIDS on the education sector (students, teachers and other education actors); and lay the groundwork for Life Skills activities, identify the most appropriate pedagogical methods, language and messages to use during community mobilization activities.</p> <ul style="list-style-type: none"> For the first study, several draft versions of the study's terms of reference were shared with CARE/Benin, CARE/Accra, CARE/Atlanta, EQUIPE, USAID and MEPS in October-December, 2003. A list of 24 potential consultants was compiled from groups working in the HIV/AIDS domain (PNLS, UNAIDS, UNFPA, AFRICARE, UNICEF, WHO, Plan-Benin, ROBS, ABPF, other Health NGOs, etc.) and their CVs requested. Using a set of evaluation criteria, five of these candidates were short-listed. These five

		<p>will present their technical and financial proposals on January 5, 2004.</p> <ul style="list-style-type: none"> For the second study, the Life Skills team worked through several drafts of the Terms of Reference from August-October, 2003. EQUIPE hired two consultants on November 3, 2003 to undertake a study to assess socio-cultural factors as Background for community mobilization activities. This study, “Behaviors and Practices of Communities with regard to Sexuality and HIV/AIDS and the most Appropriate Pedagogical Terminology,” will be submitted in January 2004.
Life skills materials reviewed, adapted; curriculum prepared and tested	6/30/04	<ul style="list-style-type: none"> Materials collected from various actors using Life Skills methods throughout Africa were reviewed and analyzed for their potential use in Benin throughout 2003. EQUIPE studied Benin’s official curriculum to identify entry points for introducing Life Skills activities. A Life Skills consultant came from Ghana November 17 – 21, 2003 and galvanized the Life Skills activities of EQUIPE. In addition to evaluating the work that had been undertaken and proposing a strategic planning process to attain the Life Skills goals, Dr. Casely-Hayford contributed significantly to the organization of the Journée de Réflexion described below. She brought EQUIPE several types of materials representing examples of Life Skills programs from other parts of Africa. A <i>Journée de Réflexion</i> on Life Skills was held on November 19, 2003, to which were invited Ministry, NGO and civil society partners involved in HIV/ AIDS activities. Since the concept of Life Skills is new to Benin, the greater part of this day was spent in describing the national and international contexts of Life Skills through a series of presentations. At the end of the day, the term <i>compétences de vie courante (CVC)</i> was adopted and the participants agreed that they had a much clearer idea of what was meant by this term. Because the two other objectives of the day were not finalized, participants agreed that the discussion should continue another day. Consultation with the Girls Education and Pedagogy teams of EQUIPE determined the types of materials that Life Skills should produce in order to complement existing materials and be integrated into existing activities. From December 8-12 and December 15-19 2003, the Life Skills team participated in the Pedagogy working meetings with the goal of presenting the concept of Life Skills to the teams preparing the 6th grade (CM2) textbooks and teachers’ manuals. The long-term goal is for Life Skills, which are already in the competency-based curriculum of the NPE, to be further developed for CM2 and directly integrated into textbooks and teachers’ manuals.

4. EXPLANATION FOR TARGETS NOT ACHIEVED, SURPASSED, DELAYED OR NOT CARRIED OUT

Milestone #1: Sub IR 1.1 Appropriate curriculum developed and in use

Plan to implement the first pedagogical evaluation recommendations (9/30/03)

Delayed (12/26/03)

This plan, formulated by MEPS Division Directors, was originally submitted on 9/30/03. It was rejected at that time due to the lack of dates and budget amounts and sent back to the MEPS. After EQUIPE assisted the MEPS Directors to integrate the requested information, the plan was resubmitted on December 26, 2003.

Print-ready CM2 curriculum delivered on CD-Rom (6/30/04)

Surpassed (7/30/03)

This activity was a pre-requisite for producing the CM2 textbooks and teachers' guides, which require a curriculum established at the beginning of the process. The CM2 curriculum was therefore submitted in advance to USAID on July 30, 2003 instead of on June 30, 2004 as the contract states.

Milestone #2: Sub IR 1.2 Appropriate textbooks developed and in use

Teachers' guides for CMI are reproduced and delivered to MEPS (8/29/03)

Although there was no delay in the submission of this product, the distribution of the teachers' guides to the decentralized training centers for use in the proximity teacher training was problematic. The first problem arose in the MEPS's request to increase the number of guides from 40,000 to 80,000. Given the inability of the MEPS to demonstrate the need for these extra teachers' guides based on statistical evidence of the number of teachers in the classrooms, EQUIPE agreed to produce 60,000 teacher guides. Spread across the seven (7) curricular subjects, this meant that 8,570 guides for each curricular subject were produced. Following production, EQUIPE delivered the teachers' guides to the Cellule for the Generalization of the New Study Program (CGNPE), charged with distributing these guides to the proximity training centers. But because no current statistics were available to work from, and because there was difficulty collecting the necessary statistics from the departments, distribution was based on figures extrapolated from the previous year. As a result, there were too many guides in some training centers and too few in others. Eventually, most teachers received the guides they needed, but the process needs to be more efficient for 2004.

French and Math textbooks for CMI are reproduced and delivered to MEPS (9/30/03)

Delayed (11/05/03)

Because EQUIPE was not able to start working on textbook production until April instead of January 2003, the textbook experts, INFRE staff, *pilote*, and EQUIPE team were at a disadvantage from the beginning of the project. Despite all best efforts, it became apparent that the EQUIPE team would not be able to meet the September deadline. EQUIPE sent a Memorandum to USAID on September 23, 2003 explaining the reasons for this delay. Among these reasons was the inability of INFRE's Desktop Publishing Unit (DPU) to carry out its assigned role in the process. INFRE's computer hardware and personnel inadequacies have been a continuing challenge. The DPU has an important role to play in CM2 textbook and teachers' guide production. The DPU's mandate is to be able to provide, without EQUIPE's support, a desktop publishing capacity to the MEPS. Two DPU consultants hired by EQUIPE assured completion of the technical task of producing the CM1 textbooks, and

they brought two INFRE DPU technicians to the EQUIPE office to work with them. A training program, organized by EQUIPE's pedagogy team and DPU consultants for the INFRE DPU technicians, took place in November-December 2003 and will continue in 2004 with the goal of strengthening the capacities and autonomy of the DPU.

The textbooks were delivered to the MEPS on a staggered schedule allowing distribution to take place as the books became available. The first Math books were delivered on October 7 and delivery was completed on October 21, 2003. The first French books were delivered on October 10 and delivery was completed on November 5, 2003. The French textbook delivery was delayed by the printer, who had to pay a penalty (as stipulated in the contract) due to this late delivery.

The CM1 (grade 5) books will not actually be used in public school classrooms until March 2004, it should be noted, because the "special program" is in effect, to compensate for the academic time lost to teachers' strikes since the beginning of NPE generalization, for the 2003-04 through 2005-06 academic years. Private schools, which account for approximately 10% of the schools nationally, but in much larger proportions in the cities, were able to complete their academic years correctly in 2002-03. These students started using the CM1 books as soon as they were received in the schools. As a result, as parents seek to purchase CM1 textbooks for their children, they apply pressure on the system. But unauthorized versions of the books are for sale and some school directors reportedly have been selling the books financed by EQUIPE/USAID, although the book covers specifically state that the books are not for sale.

Milestone #3: Sub IR 1.3 Appropriate teacher training program developed and in use

CM1 teachers and other staff trained and report submitted (12/20/03)

Not yet accepted.

This report, detailing the activities described in the chart above, was submitted on December 20, 2003. However, one part of the teacher training program cycle has not been completed: evaluation of the training. MEPS has stated that it will not evaluate the teacher training this year until all training components have been completed. Although the training of the CE2 and CM1 teachers as well as the new school directors, with EQUIPE support, has been completed, the training of the CI, CP and CE1 teachers, with support from the President Bush Education Initiative for Africa, has not yet taken place. EQUIPE has to wait until all training programs have been completed before the EQUIPE training programs can be evaluated.

Annual orientation for secondary school teachers conducted (9/30/03)

Delayed

Given the difficulties surrounding the beginning of the academic year 2003-04, the *pilote* responsible for this activity has not been able to organize the training. In past years, this training was organized for one week for 80 secondary schools in the vicinity of the primary schools where the NPE had been tested.

Milestone #12: Building MEPS capacity for long term strategic planning and management of HIV/AIDS impact on teachers, administrators and pupils

Life skills materials reviewed, adapted; curriculum prepared and tested (6/30/04)

Surpassed

Although this deliverable is not yet due, EQUIPE extended the scope of this activity beyond the original concept of reviewing, adapting, preparing and testing its own curriculum, towards

the incorporation of Life Skills content, activities and priorities into the sixth grade teachers' guides and textbooks that are being prepared for the 2004-05 academic year. Collaboration with the EQUIPE Pedagogy team has enabled the Life Skills team to participate in the workshops to develop sixth grade pedagogical materials and discuss the validation of Life Skills-type competencies that are currently built into the NPE but are often not fully used. This collaboration will continue in 2004.

5. SUCCESS STORIES

During its first year, the EQUIPE team has mostly focused on building trust and collaborative partnerships with MEPS counterparts at national and decentralized levels, as well as with local stakeholder groups in the communities where EQUIPE has started to implement activities in Girls' Education and Improved Environment for Stakeholders. Stories of positive change catalyzed by EQUIPE efforts are just beginning and will continue to unfold. At this point, there are indications of a process of change taking hold in two particular areas of EQUIPE activity: 1. Increasing Girls' Enrollments through Improved Equity and Socio-Cultural Environments for Girls' Education; and 2. Improving the Environment for Stakeholders.

Increase Girls' Enrollment in Target Areas (EQUIPE Component 2)

The EQUIPE project seeks to Improve Equity in the Classroom as well as create Improved Socio-Cultural Environments for Girls' Education. In creating, adapting and testing the new *Equity at School and in the Community, or Équité à l'Ecole et dans la Communauté (EEC)* materials, the EQUIPE girls' education team has catalyzed a process of awareness-raising and what participants have called, "self-discovery." During the training of the National Pedagogy Network in October 2003, after the first session of Module 1, virtually all 235 participants reported that they had become more aware that they themselves had internalized gender stereotypes and needed to change their own attitudes and behaviours. Participants from the Ministry's Primary Education Division (DEP) took this sharpened awareness to heart and reported the following changes in their daily lives:

- At the office, they respect their female colleagues more and do not hesitate to consult with them, to get their views. They also report that they are prepared to accept that their female colleagues with the same qualifications and levels of competence, be promoted.
- At home, they better appreciate the services and activities that their wives contribute to the well-being of the family. For example, participants reported that they were now able to accept to wash and iron their own clothing and even that of their spouses.

There is evidence of a clearer understanding of the practical implications of equity and justice in relationships between women and men in the broader community contexts of home and work as well as in schools and classrooms.

Noteworthy also is the MEPS intention to incorporate EQUIPE's new set of Equity at School and in the Community (EEC) training modules in Benin's national teacher training programs.

Improved Environment for Stakeholders (EQUIPE Component 3)

The process of selecting twenty (20) of the twenty-five (25) eligible communes for EQUIPE intervention was a model of transparency much appreciated by those who participated in the process. First of all, a Commission composed of the National Parents' Association of Benin (FENAPEB), the Primary Education Directorate (DEP) and the Planning and Prospective Directorate (DPP) of the Ministry of Education (MEPS), CARE and all team leaders as well as the EQUIPE Chief of Party was established. Secondly, the Commission validated an agreed-upon set of criteria in consultation with the communes in competition. The most important criterion was the motivation sheet that each commune was required to complete, indicating their strategies for the process of local educational planning. The motivation sheets that the communes submitted were graded and various proposals for selecting the most appropriate mix of communes were set forth. After selecting the twenty communes to work with EQUIPE, the Commission notified all twenty-five of the results and explained the reasons why the five communes were not selected. No complaints were received, not even from the five communes not selected.

The mayor of the northern town of Kandi commented on this transparent selection process, following the meeting: "The EQUIPE Team has taught us a lesson about our willingness to work in partnership with various structures, whether our objectives are similar or divergent. They have given us a good lesson in governance through the clear procedures adopted for the selection of the communes. We hope that the EQUIPE team will continue in this vein for the coming challenges."

6. ANNUAL WORK PLAN – Year 2

Results	Activities	Period											
		J	F	M	A	M	J	J	A	S	O	N	D
IR 1. Improved Pedagogical System													
Milestone #1													
Sub IR 1.1 Appropriate curriculum developed and in use													
Second pedagogical evaluation report submitted (6/30/04)	Conduct discussions with <i>pilotes</i> and MEPS officials to help define Terms of Reference for the 2 nd evaluation	x	x										
	Conduct 2 nd evaluation				x								
	Present the results to MEPS and USAID						x						
Plan to implement the second pedagogical evaluation recommendations submitted (10/30/04)	Committees established by MEPS study the recommendations of 2 nd pedagogical evaluation in order to devise a plan								x	x			
	Prepare the plan and submit to MEPS and USAID										x		
Progress report on implementation of recommendations from first pedagogical evaluation (6/30/04)	Conduct individual and group discussions with <i>pilotes</i> to evaluate progress, make suggestions to increase pace of planned activities	x	x	x									
	Evaluate progress, report to USAID					x	x						
Actions implemented to strengthen the Document Network (<i>Réseau Documentaire</i>) (9/30/04)	Contact MEPS partners to strengthen Document Network					x	x	x	x				
	Prepare and submit report to USAID									x			
Cellule CCGNPE communications strategy submitted (6/30/04)	Meetings with MEPS counterparts and research in the field to discern public understanding of the education reform– general public and educators in particular	x	x	x	x								
	Consultation with CCGNPE and communication specialists to formulate strategy		x	x	x								
	Implement communications strategy and submit report			x	x	x	x						
Milestone #2													
Sub IR 1.2 Appropriate textbooks developed and in use													
Teachers' guides for CM2 are reproduced and delivered to MEPS (7/31/04)	Conduct workshop series in collaboration with INFRE, textbook <i>pilote</i> , and teachers' guide specialists to conceive and produce teachers' guide drafts	x	x	x									
	Test CM2 manuscripts with teachers				x								
	Submit teachers' guide drafts to re-reading/editing committees					x							

		J	F	M	A	M	J	J	A	S	O	N	D
	Edit and finalize guides					x	x	x					
French and Math textbooks for CM2 reproduced and delivered to MEPS (8/31/04)	Conduct a series of workshops in collaboration with INFRE, textbook <i>pilote</i> , and textbook specialists to conceive and produce textbook drafts	x	x	x									
	Experiment the CM2 manuscripts with teachers				x								
	Submit the textbook drafts to re-reading/editing committees					x							
	Edit and finalize textbooks					x	x	x					
	Conduct formal process for selecting printers					x	x						
	Send manuscripts and supporting documents for printing, follow up on printer delivery							x	x				
Draft textbook policy submitted (3/31/04)	Finalize and submit the policy that has been in working committee over the past year		x	x									
Textbook policy Implementation plan submitted (9/30/04)	Follow up in the field the recommendations of the draft policy			x	x								
	Elaborate plan taking into consideration realities in the field							x	x	x			
Milestone #3													
Sub IR 1.3 Appropriate teacher training program developed and in use													
CM2 teachers and other staff trained and report submitted (12/20/04)	Consult with C/CS in four zones to prepare CM2 teacher training				x								
	Prepare and print training guides in collaboration with textbook and teachers' guide specialists							x	x				
	Consult with training supervisors and proceed directly to training of trainers								x				
	Support MEPS in nation-wide proximity training of CM2 teachers, with parallel follow-up activities and evaluations								x	x			
	Evaluate training sessions												x
Annual orientation for secondary school teachers conducted (9/30/04)	Prepare, with <i>pilote</i> , the orientation sessions for the secondary school teachers in target schools (approximately 80 schools)								x				
	Conduct the orientation sessions									x			
	Prepare and submit report to USAID									x			
In-service materials developed for RUP system. Copies submitted (10/31/04)	Work with training specialists to develop in-service materials focusing on competency-based teaching for RUP							x	x	x	x		

		J	F	M	A	M	J	J	A	S	O	N	D
IR 2: Increased Girls' Enrollment In Target Areas													
Milestone #5													
Sub IR 2.1 Equity in the classroom improved													
Policy to recruit and retain more female teachers submitted (6/30/04)	Baseline study of teaching personnel broken down by category, region and gender		x	x									
	Meet with various actors in education, politics and civil society, with particular focus on existing girls' high schools		x	x									
	Elaborate a policy proposal for the recruitment and retention of more female teachers (particularly in rural areas)				x	x							
	Validate and submit the policy proposal						x						
Milestone #6													
Sub IR 2.2 Socio-cultural environment for girls' education improved													
Girls' Network NNPGE plan implemented and report submitted (6/30/04)	Provide assistance for revising legal statutes and harmonization of the fundamental texts of the NNPGE	x	x										
	Support technical preparation for a General Assembly to adopt the revised texts		x										
	Support elaboration of five year strategic plan for girls' education	x	x	x									
	Support the planning and process for mobilizing financial resources		x	x	x	x	x	x	x	x	x	x	x
	Write report describing the implementation of NNPGE plan						x						
Assessment of CARE, World Learning and other relevant programs completed (6/30/04)	Provide technical assistance for organizing a national forum on girls' education			x									
	Update repertoire of successful programs and experiences relevant to improvement of girls' education through documentary research, site visits and exchanges between partners		x	x	x								
	Support the NNPGE to capitalize on successful experiences through financing of grassroots initiatives				x	x	x	x	x	x	x	x	x
	Write report of the assessment and submit to USAID						x						
Girls' education policy updated and submitted (6/30/05)	Identify and analyze the political bodies that may be open to the NNPGE agenda					x	x	x					

		J	F	M	A	M	J	J	A	S	O	N	D
	Support NNPGE's lobbying efforts for protection of girls in school environments						x	x	x	x	x	x	x
	Identify and document African sub-regional policies for girls' education							x	x	x			

IR 3: Improved Environment for Stakeholders													
Milestone #7													
Increased involvement of decentralized collectives in school financing and management													
Education plans and budgets prepared in at least 15 communes (5/30/04)	Conduct 4 departmental workshops to verify progress of 20 working groups and present tools for strategic planning	x	x			x							
	Conduct 20 communal workshops to finalize the preparation of education plans and budgets			x	x	x							
Milestone #8													
Improved policy environment for civil participation in education													
Plan to encourage increased private sector & civil society participation in providing education services prepared and submitted (6/30/04)	Document the experiences in mobilizing private funding for education			x	x								
	Conduct 10 workshops (in 10 communes) on mobilization of private funding for education					x	x						
	Finalize plan for encouraging increased private sector and civil society participation in providing education services						x						
Incentives implemented and assessed (9/30/05)	Inform and educate the 20 communes on plan for encouraging increased private sector and civil society participation in providing education services							x	x		x		
	Produce the follow-up and evaluation plan							x				x	x
	Follow up execution of the 20 communes' plans						x	x	x	x	x	x	x

IR 4: Improved Management of The Education System in the Context of Decentralization													
Milestone #9													
Planning and monitoring tools and skills in MEPS and targeted departments													
Education For All, Departmental Plans (7/31/04)			x	x	x	x	x	x					
Education Statistics produced at national and department levels (12/31/04)	Compile and produce a: Procedures Manual for Collection, Entry, Production and Use of Statistics for MEPS		x	x									x

		J	F	M	A	M	J	J	A	S	O	N	D
	Inform and educate those involved in production and use of statistics about these procedures							x	x	x			
	Revise and update computer program for data entry and editing of primary statistics					x	x	x	x	x			
	Train MEPS partners at central, departmental levels to use these computer programs for data entry and editing										x		
	Develop computer program based on graphics for editing school start-up statistics			x	x	x	x	x					
	Train MEPS personnel (DEP, DPP, DDEPS) to use this program										x		
	Assist MEPS in producing its Annual Statistical Report											x	x
Milestone #10													
Financial management improved													
Improved procedures proposed to increase utilization of investment budget (6/30/04)	Propose procedures to increase amount of national budget expended on education to 22 percent of total budget within 5 years, to 25% in 10 years				x	x	x						
Capacity improved to implement plans and budgets at central and departmental levels (12/31/04)	Finalize strategies to increase sector financing								x	x	x	x	x
	Support the executive office and <i>l'Assemblée Nationale</i> to enable legislation leading to more funding								x	x	x	x	x
	Establish National Committee to Improve Educational Investments and reinforce its operations												x
Milestone #11													
Performance of the administrative staff improved													
MEPS institutional analysis conducted (3/31/04)	Consolidate reports from previous missions and ongoing research into report and submit to USAID			x									
MEPS decentralization policy and plan submitted (12/31/04)	Develop instruments for implementing the institutional reorganization of MEPS at national, departmental levels												
	Continue to support the Development Support Group (GAD) as they analyze MEPS decentralization policies				x	x	x	x					

		J	F	M	A	M	J	J	A	S	O	N	D
	Submit plans to monitor, implement actions to decentralize plans and track their impact on stakeholders in the pilot area - at national, departmental and <i>commune</i> levels												x
Milestone #12 Building the capacity of the MEPS for long-term strategic planning and management of HIV/AIDS impact on teachers, administrators and pupils													
Study on HIV/AIDS and the education sector submitted (6/30/04)	Consultant recruited, study launched	x	x										
	Follow up on the study		x	x									
	Discuss study results with partners (<i>Restitution</i>), Submit report				x								
Policy dialogue established (6/30/04)	Prepare preliminary documents and logistics		x										
	Conduct six regional workshops on HIV/AIDS policy				x								
	Conduct an exchange and dialogue workshop with MEPS Directors					x							
	Prepare a summary of policy dialogues, present to USAID						x						
Strategic plan and work plans prepared and submitted (12/31/04)	Prepare preliminary documents and logistics							x					
	In collaboration with UFLS, conduct a workshop to make a strategic plan and work plans								x	x			
	Produce a summary of work that has been produced										x		
	In collaboration with MEPS officials, organize a validation seminar for strategic plan and work plans, and submit report to USAID											x	
Mechanisms for community participation prepared and tested (5/31/04)	Conduct workshops to identify mechanisms for community participation in a sample of the 19 'red zone' communes identified for Girls' education and Life Skills activities			x	x								
	Raise community awareness re Life Skills using channels of NGOs and PTAs. Materials (e.g., UNICEF Sara program), local theatre and other techniques proposed by World Learning, WUSC, etc.			x	x	x							
	Test the efficacy of the mechanisms/materials				x	x							
	Prepare and submit report to USAID					x							

		J	F	M	A	M	J	J	A	S	O	N	D
Life skills materials reviewed, adapted; curriculum prepared and tested (6/30/04)	Define with MEPS the content of Life Skills relevant to the NPE	x											
	Review the NPE for CI-CM1 to identify entry points in existing textbooks where Life Skills enrichment can be proposed	x	x										
	Prepare and test educational materials to support the enrichment of identified Life Skills entry points (e.g., booklets, posters, activities)		x	x	x	x							
	Evaluate existing Life Skills materials with a view to integrating into CM2 textbooks and teachers' guides being prepared for 2004-05 academic year	x											
	In working sessions with textbook experts, ensure integration of Life Skills content and methodology in CM2 textbooks	x	x	x	x	x	x						
	Prepare, submit report to USAID						x						
Teacher training materials prepared and tested (7/31/04)	Form internal working group charged with studying needs of teachers with regard to Life Skills		x	x									
	Prepare training modules based on needs assessment, linked with Girls' Education training modules			x	x								
	In working sessions with teachers' guide experts, ensure integration of Life Skills content and methodology in CM2 teachers' guides	x	x	x	x	x	x						
	Test teacher training materials in a sample of the 19 'red zone' communes					x	x						
	Prepare and submit report to USAID							x					
Strategy and policy for teachers prepared and submitted (12/31/04)	Conduct documentary research on the question of teacher ethics and on legal texts regarding sexual abuse of students							x	x				
	Organize a seminar to reflect on the subject of establishing a policy, as well as strategies to implement the policy								x				
	Propose the policy for preliminary validation								x				
	Integrate comments and suggestions from validation exercise									x			

		J	F	M	A	M	J	J	A	S	O	N	D
	Prepare a final validation of the policy document										x		
	Inform target audience of policy on sexual abuse of children by teachers										x	x	x
	Prepare, submit report to USAID												x